



	Total Reviewed	Total NonCompliant	Percent NonCompliant
Timelines			
A. Initial evaluations were completed within 60 days of date parental consent was received	221	9	4.00%
B. Initial IEP was conducted within 30 days of the Initial ER	221	25	11.00%
C. The student is reevaluated every three years OR the parents and the school district agreed that a reevaluation was unnecessary	620		
D. IEP is reviewed every twelve months	620	52	8.00%
Special Education Record	Total Reviewed	Total NonCompliant	Percent NonCompliant
A. Is this an Initial Evaluation?			
B. Does the record have an access log?	620	1	0.00%
C. Does the record contain information about this student only?	620	1	0.00%
D. Does the record contain evaluation data?	620	11	2.00%
E. Does the record contain copies of Progress Reports sent to parents?	620	22	4.00%
Special Education Notes			
Referral	Total Reviewed	Total NonCompliant	Percent NonCompliant
Date of Referral:	620		
Referral from another district.	620		
Reconstructed referral.	620		
Current document not in record.	620	31	5.00%
A. Were regular education interventions that include all four components tried prior to the referral?	231	17	7.00%
B. Is a specific reason for the referral given?	231	3	1.00%
C. Does the referral form contain the signature of the person making the referral?			



D. Did the parent sign as the referring person?	231	1	0.00%
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Referral Notes:

	Total Reviewed	Total NonCompliant	Percent NonCompliant
Evaluation Plan			
Date consent received:			
	620		
Current document not in record.			
	620	20	3.00%
Evaluation Plan from another district.			
	620		
A. Does the Evaluation Plan indicate the reason why the student is being evaluated?			
	474	21	4.00%
B. Is the Evaluation Plan signed by the parent?			
	474		
C. If written permission was not obtained for reevaluation, does the record contain documentation of attempts to obtain parent signature for permission?			
	474		
D. Was the Evaluation Plan provided in the parents' native language?			
	474		
D. 1 List of identified assessment for use in the Evaluation Report.			
	474		
D. 2 Please Explain Other:			
	474		
Evaluation Plan Notes:			

	Total Reviewed	Total NonCompliant	Percent NonCompliant
Evaluation Report			
Date of last team meeting:			
	620		
Evaluation Report from another district.			
	620		
Current document not in record.			
	620	2	0.00%
Date of last assessment: (NOTE: If the date of last assessment is unknown, please enter the date of the last team meeting.)			
	620		
School on the Evaluation Report:			



Special education teacher on Evaluation Report:	620		
	620		
A. Does the Evaluation Report include comments from the parents or a note that the parents chose not to provide comments?	496	18	4.00%
B. Does the Evaluation Report contain Classroom-Based Assessments that are complete and provide information on current performance?	496	35	7.00%
C. Does the Classroom Assessment contain the student's involvement and progress in the general curriculum?	496	7	1.00%
D. Does the Evaluation Report contain Observations by teachers and/or related services providers?	496	23	5.00%
E. List of assessments that were marked on the Evaluation Plan but Not conducted.	496	29	6.00%
F. List of Assessments that were conducted and not marked on the Evaluation Plan.	496	17	3.00%
G. Does the Evaluation Report contain Implication for Educational Planning for all assessment areas that specify modifications/accommodations or suggested teaching methods?	496	45	9.00%
H. Does the Initial Evaluation Report address all criteria for each identified disability?	202	7	3.00%
I. Does the Evaluation Report contain a statement of need for special education and related services that specifically address that the student needs adapted content and/or adapted teaching methods and/or adapted instructional delivery?	496	27	5.00%
J. Does the initial Evaluation Report contain the results of assessments in all areas related to the suspected disability?	202	5	2.00%
K. Evaluation Report includes:	496		
K. 1 Parents	496		
K. 2 If parent did not attend, records of attempts to arrange a mutually agreed on time/place (NOTE: This may be documented through meeting notes, contact logs or copies of invitations.)	496		
K. 3 Student	496	5	1.00%
K. 4 Administrator	496		
K. 5 Regular education teacher	496	6	1.00%
	496	8	2.00%



K. 6 Special education teacher or Speech and Language Pathologist

496 4 1.00%

K. 7 Teacher or specialist with knowledge in area of suspected disability (NOTE: This would be the special education teacher, parent or related service professional.)

496 8 2.00%

Evaluation Report Notes:

IEP	Total Reviewed	Total NonCompliant	Percent NonCompliant
Date of IEP being reviewed:	620		
Current document is not in record.	620		
Date of previous IEP:	620	1	0.00%
Select School on IEP:	620		
Special Education Teacher on IEP:	620		
A. Was the IEP in effect at the beginning of the school year?	507	10	2.00%
B. Are the comments from the parents included or is it noted that the parents had no comments or did not attend?	507	6	1.00%
C. Consideration of the following special factors: (NOTE: These factors may be addressed by goals, accommodations, modifications, specific plans (behavior, special health care, technology, etc.) or in the minutes.	507		
Whether student behavior impeded learning	507		
C. 1a IEP documented consideration of this special factor	507		
C. 1b IEP Team checked the item "Yes"	507		
Communication Needs	507		
C. 2a IEP documented consideration of this special factor	507		
C. 2b IEP Team checked the item "Yes"	507		
Assistive technology devices/services	507		



C. 3a IEP documented consideration of this special factor	507		
C. 3b IEP Team checked the item "Yes"	507		
Limited English Proficiency	507		
C. 4a IEP documented consideration of this special factor	507		
C. 4b IEP Team checked the item "Yes"	507		
C. 5 If any item in 1-4 is checked "Yes," the need is addressed in the IEP	507		
D. For Student who is blind or visually impaired, did the IEP consider providing:	507	3	1.00%
D. 1 Orientation and mobility?	507		
D. 2 Instruction in Braille, Braille instruction, or if not, they explained why the student does not need instruction in Braille or Braille instruction?	507		
D. 3 Please explain	507		
E. Present Level of academic achievement and functional performance (PLAAFP)	507		
E. 1 PLAAFP is present.	507	5	1.00%
E. 2 PLAAFP describes academic performance (Knowledge: qualitative and quantitative).	507	66	13.00%
E. 3 PLAAFP describes functional performance (ability to apply knowledge).	507	22	4.00%
E. 4 PLAAFP describes how the disability affects involvement and progress in the regular curriculum, or for preschool students, involvement in appropriate activities.	507	42	8.00%
F. Measurable annual goals (MAG)	507		
F. 1 MAG is present.	507	7	1.00%
F. 2 MAG is aligned with PLAAFP (meets needs identified in PLAAFP).	507	17	3.00%
F. 3 MAG describes expected level of performance.			



F. 4 MAG includes how performance will be measured.	507	26	5.00%
F. 5 MAG addresses enabling the child to be involved in and make progress in the regular curriculum or, for preschool children, to participate in appropriate activities.	507	28	6.00%
G. Must be completed for children that take the CRT-Alt or whose IEP contains Short-term Objectives or Benchmarks (STOB).	507	16	3.00%
G. 1 STOB is present.	507		
G. 2 STOB is aligned with PLAAFP (meets needs identified in PLAAFP).	507	4	1.00%
G. 3 STOB describes expected level of performance.	507	2	0.00%
G. 4 STOB includes how performance will be measured.	507	3	1.00%
H. If the student does not participate in Physical Education, is specifically designed Physical Education included in the IEP?	507	5	1.00%
I. Does the IEP identify how often progress reports will be sent to the parents?	507	1	0.00%
J. Does the IEP consider the results of the most recent Evaluation Report?	507	2	0.00%
K. Does the IEP team address any lack of progress in the general curriculum?	507	10	2.00%
L. Are the frequency of special education and related services identified in the IEP?	507	12	2.00%
M. Are the location of special education and related services identified in the IEP?	507	19	4.00%
N. Is the date of initiation of special education and related services identified in the IEP?	507	19	4.00%
O. Is the student's placement:	507	18	4.00%
O. 1 Based on the amount and type of services identified in the IEP?	507		
O. 2 As close as possible to the student's home?	507	3	1.00%
O. 3 Is in a school within the attendance area of the student's residence?	507		
	507		



O. 4 In selecting the Least Restrictive Environment (LRE), was it determined after considering any potential harmful effect of the student or on the quality of services that he/she needs?	507	3	1.00%
P. Does the IEP contain Supplementary Aids and Services which are necessary for the student and/or school personnel?	507	11	2.00%
Q. Participation in State/Districtwide Assessments	507		
The IEP addressed the student's participation in the assessments	507		
Q. 1a Statewide Assessment	507		
Q. 1b Districtwide Assessment	507	30	6.00%
The student will participate in the following manner:	507	33	7.00%
Q. 2a StateWide: Assessments	507		
Q. 2b DistrictWide: Assessments	507		
R. For students taking the state alternate assessment, the IEP addresses:	507		
R. 1 Why the child cannot participate in the particular assessment	507		
R. 2 Why the particular alternate assessment selected is appropriate for the student	507	3	1.00%
S. Did the IEP team make a determination regarding the child's need for Extended School Year services?	507	3	1.00%
T. If the IEP team decided to wait until later to determine if the student needs Extended School Year services, did the IEP team set a date to reconvene to discuss the need for Extended School Year services and met by the target date?	507	5	1.00%
U. Did the IEP identify how each team member will be informed of his/her responsibilities and how he/she will have access to the IEP?	507		
V. IEP includes:	507	3	1.00%
V. 1 Parents	507		
V. 2 If parent did not attend, records of attempts to arrange a mutually agreed on time/place. Note: This may be documented through meeting notes, contact logs or copies of invitations.	507	7	1.00%
	507	4	1.00%



V. 3 Written consent obtained or 15-day letter sent prior to placement			
	507	11	2.00%
V. 4 Student, age 15 and older			
	105		
V. 5 Administrator			
	507	6	1.00%
V. 6 Regular education teacher			
	507	9	2.00%
V. 7 Special Education teacher or Speech and Language Pathologist			
	507	5	1.00%
V. 8 Teacher or specialist with knowledge in area of suspected disability. Note: This would be the special education teacher, parent or related service professional.			
	507	5	1.00%
W. If there was an IEP Team Member Excusal?			
X. The excusal documented:			
	3		
X. 1 The parent's consent for the excusal prior to the IEP meeting			
	3		
X. 2 The member(s) to be excused			
	3		
X. 3 Each excused member provided written input prior to the meeting			
	3		
X. 4 Copies of the written input from each excused IEP Team member is included in the IEP document			
	3		

IEP Notes:

	Total Reviewed	Total NonCompliant	Percent NonCompliant
Transition IEP			
The IEP contains a secondary transition plan.			
	620		
A. Was the student invited to attend the IEP meeting?			
	105	7	7.00%
B. Does the transition IEP contain the student's desired postschool activities?			
	105	8	8.00%
C. Were age-appropriate transition assessments for training conducted?			
	105	38	36.00%
D. Were age-appropriate transition assessments for education conducted?			
	105	28	27.00%



E. Were age-appropriate transition assessments for employment conducted?	105	38	36.00%
F. If appropriate, were age-appropriate transition assessments for independent living skills conducted?	105	7	7.00%
F. 1 Reason if not conducted:	105		
G. Does the transition IEP contain a measureable post-secondary goal for education or training?	105	12	11.00%
H. Does the transition IEP contain a measureable post-secondary goal related to employment?	105	15	14.00%
I. If appropriate, does the transition IEP contain post-secondary goals for independent living skills?	105	4	4.00%
J. Are the post-secondary goals updated annually in conjunction with the development of the current IEP?	105	8	8.00%
K. does the IEP contain courses of study that align with the student's post-secondary goals for the full term of the IEP?	105	9	9.00%
L. Were the Needed Transition Services considered?	105	8	8.00%
M. Are there other agencies providing transition services prior to graduation?	105		
N. If other agencies were providing transition services prior to graduation, does the IEP team include representatives of the other agencies providing the transition services?	4		
O. Did the district invite, with parent permission, any other agency that is likely to be responsible for providing or paying for transition services prior to the student's graduation?	4		
P. If the agency failed to provide transition services described in the IEP, did the district reconvene the IEP team to identify alternative strategies?	51		
Q. For students age 17 or older	51	6	12.00%
Q. 1 Was the student informed of rights that will transfer at age of majority at least one year prior to the student turning 18?	51	12	24.00%
Q. 2 Was the parent informed of rights that will transfer at age of majority at least one year prior to the student turning 18?			

Transition IEP Notes:

	Total Reviewed	Total NonCompliant	Percent NonCompliant
IEP Amendment			



The IEP was amended

Select School on IEP Amendment:

Special education teacher on IEP Amendment:

A. The IEP Amendment indicated the date of the IEP being amended	30		
B. The IEP Amendment indicates what areas of the IEP are being amended	30		
C. Copies of the changes to the IEP are attached	30	2	7.00%
D. The IEP Amendment was approved by the parent	30		
E. The IEP Amendment was approved by the administrator	30		
F. The IEP Amendment was approved by the special education teacher or speech/language pathologist	30	1	3.00%

IEP Amendment Notes:

Transfer Student Select transfer type	Total Reviewed	Total NonCompliant	Percent NonCompliant
A. The district implemented the student's IEP	135	9	7.00%
A. 1 Date of Documentation:	135		
B. Date of Documentation:	67		
B. 1 The district determined that the student is eligible in Montana. (For out of state transfers only)	67	7	10.00%

Transfer Student Notes:

Surrogate Parent	Total Reviewed	Total NonCompliant	Percent NonCompliant
A. The information in the file shows one or more of the following:			
B. The school determined whether the child needs a surrogate parent and forwarded a nominee to the court within 10 days of determination.			



	3	1	33.00%
C. The Youth Court assigned a surrogate parent to the child within 20 days of receipt of documentation of need.			
	3		
D. If the child is a ward of the state, the surrogate parent alternatively was appointed by a judge overseeing the child's case.			
	3		
E. The surrogate parent is not an employee of the school district/agency, or any other agency that is involved in the education or care of the child; has no personal or professional interest that conflicts with the interest of the child the surrogate parent represents; and has knowledge and skills that ensure adequate representation of the child.			
	3	1	33.00%
Surrogate Parents Notes:			

Private School	Total Reviewed	Total NonCompliant	Percent NonCompliant
A. Did the district make an offer of a Free Appropriate Public Education (FAPE) to a parentally placed child with disabilities in a private school?	11		
B. Does the student have a service plan?	11		
B. 1 Date of current service plan:	11		
C. Was an IEP developed?	11		
C. 1 Date of developed IEP:	11		
D. If the student does not have a service plan and no IEP was developed, is there documentation of one of the following:	11		
D. 1 The parents refused services	11	1	9.00%
D. 1a Date of documentation:	11		
D. 2 Why the district chose not to develop a service plan	11	2	18.00%
D. 2a Date of documentation:	11		
D. 2b Please provide reason(s)	11		
Private School Notes:			



	Total Reviewed	Total NonCompliant	Percent NonCompliant
Aversive Treatment			
Date of Evaluation Report of Individual Education Plan:			
A. The aversive treatment procedures are designed to address the behavioral needs of the individual student?	1		
B. The aversive treatment procedures are approved by the IEP team?	1		
C. Any student in isolation timeout is under the direct constant visual observation of a designated staff person throughout the entire period of isolation?	1		
D. Subsequent to a functional behavioral assessment, a series of no less than two written positive behavioral intervention strategies, which were designed to target the behavior to be changed, were previously implemented?	1		
E. The IEP team included a person trained and knowledgeable about best practices in the application of positive behavioral interventions, aversive treatment procedures and non-aversive alternatives for de-escalation of behaviors?	1		
F. A written behavioral intervention plan using aversive treatment procedures is developed and incorporated as part of the IEP?	1		
G. The Behavior Intervention Plan: Includes a statement describing no less than two positive behavioral intervention strategies previously attempted and the results of these interventions?	1		
H. The Behavior Intervention Plan: Describes the target behavior(s) that will be consequential with the use of the aversive treatment procedure(s)?	1		
I. The Behavior Intervention Plan: Includes short-term objective(s) with measurable criteria stating the expected change in the target behavior(s)?	1		
J. The Behavior Intervention Plan: Provides a written description of the aversive treatment procedures	1		
K. The Behavior Intervention Plan: Specifies a time limit for the use of the aversive treatment procedure for any one instance?	1		
L. The Behavior Intervention Plan: Includes data collection procedures for recording each application of the aversive treatment(s)?	1		
M. The Behavior Intervention Plan: States when the IEP team will meet to review the ongoing use, modification or termination of the aversive procedure?	1		
N. The Behavior Intervention Plan: Designates an individual responsible for ongoing review and analysis of the data on the target behavior?	1		
O. The Behavior Intervention Plan: States how the student's parents will be regularly informed of the progress toward the short-term objectives in the IEP?	1		



1
P. The Behavior Intervention Plan: States whether any standard school disciplinary measures are waived?

1
Q. Parents were informed that their consent to the IEP includes consent for the aversive treatment plan?

1
Aversive Treatment Procedure Notes:

	Total Reviewed	Total NonCompliant	Percent NonCompliant
Suspension/Expulsion			
If the child has been removed from his/her current placement for more than 10 school days in the current school year, the public agency:			
A. Provided services to the extent necessary to enable the child to appropriately progress in the general curriculum.	9	1	11.00%
B. Provided services to the extent necessary to enable the child to appropriately advance toward achieving the goals set out in the child's IEP.	9	1	11.00%
C. Conducted a Manifestation Determination.		1	
C. 1 Date of Manifestation Determination:			
D. Not later than the date on which the decision to remove the student is made, parents were notified of that decision and provided the procedural safeguards notice.	8		
E. No later than 10 school days after the date on which the decision to remove the student was made, a review was conducted of the relationship between the child's disability and the behavior subject to the disciplinary action.	8		
F. The review was conducted by the district, the parent, and relevant members of the IEP team.	8		
G. The IEP Team considered: Evaluation and diagnostic results, including results or other relevant information provided by the parents of the child.	8		
H. The IEP Team considered: Observations of the child.	8		
I. The IEP Team considered: The child's IEP and placement.	8		
J. The team made a determination that: The conduct in question was caused by, or had a direct and substantial relationship to, the child's disability.	8		
K. The team made a determination that: The conduct in question was the direct result of the district's failure to implement the IEP.			



L. The team made a determination that: If the team identified that the district failed to implement the child's IEP, the district took immediate steps to remedy those deficiencies.

0

M. The team made a determination that: The behavior in question was determined to be a manifestation of the child's disability.

N. The team made a determination that: The district conducted a Functional Behavioral Assessment and reviewed, as necessary, the student's IEP and/or Behavior Intervention Plan.

8 2 25.00%

Suspension/Expulsion Notes:

	Total Reviewed	Total NonCompliant	Percent NonCompliant
Graduate			
A. Does the student record contain a completed graduation form?			
	70	15	21.00%
B. Does the student record contain a completed Summary of Performance form (or reasonable facsimile)?			
	70	20	29.00%

High School Graduate Notes:

	Total Reviewed	Total NonCompliant	Percent NonCompliant
Exited Student			
A. Does the student record indicate the student was exited by the Evaluation Report process?			
	112	4	4.00%
B. Did the Evaluation Report document whether the exit was due to no longer having a disability or no longer needing special education services?			
	112	4	4.00%

Exited Student Notes:

	Total Reviewed	Total NonCompliant	Percent NonCompliant
Revocation of Consent			
A. Did the parent revoke consent in writing?			
	10		
A. 1 Date in which the revocation of consent was received by the school district:			
	10		
B. Does the student record indicate the district responded to the revocation in writing with the prior written notice?			
	10		
B. 1 Date in which the district responded with the prior written notice:			
	10		

Revocation of Consent Notes: